1960

An analysis of the physical education programs of the 165 California secondary schools

Collie Jean Kidwell
University of the Pacific

AN ANALYSIS OF THE PHYSICAL EDUCATION PROGRAMS OF THE 165 CALIFORNIA SECONDARY SCHOOLS

A Thesis

Presented to

the Faculty of the Department of Physical Education

College of the Pacific

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Collie Jean Kidwell

August 1960

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Many administrative conditions and factors may affect the school physical education program. As a few of the items to be considered when developing or evaluating a program for a school, the National Physical Education Curriculum lists uniforms of dress for physical education classes, towel service, extent of program, time allotment, size of classes, teacher loads, physical education credit, giving of marks or grades, training of teachers, testing or measuring, and intramural athletics.[1] These factors should be considered because it is the opinion of the physical educators that the operation of the physical education program is dependent upon them. These factors of conditions, as well as others, undoubtedly do have an effect upon the program in physical education. However, it would seem that certain administrative factors may also affect the program insofar as the effective development of many phases of the physical education program.

Scheduling of activities, length of periods, and

---

[1]William Ralph La Porte, The Physical Education Curriculum, (A National Program) (fourth edition; Los Angeles: U. S. C. Press, 1947), p. 9.

grading are possibilities.

The explanation most offered by the small school for an inadequate program seems to be, "That plan is all right for the large school; they can do it, but the small school cannot adopt such a program; it is an impossible task." The medium size school administrators and often physical education teachers seem to think that certain peculiar conditions within their school make it an impossibility to adopt the usual recommended procedures.

THE PROBLEM AND DEFINITIONS OF TERMS USED

At the present time there are many books written on the field of physical education which have set standards of methods, techniques, and procedures used in the teaching of physical education. There will also be found in these books a set pattern of physical education activities which should be taught in our schools. Due to the change in trends, partly brought about by the last war, it will be found that there has been a modification of the methods, techniques and procedures now being used.

I. THE PROBLEM

Statement of the problem. The problem of this study deals with the trends in boys' physical education programs in California. The purpose of this study is to determine what methods, activities, techniques, and procedures are being most widely used in the teaching of physical education in this state.

Purpose of the study. The writer has been interested in the physical education programs for a number of years. It was apparent that differences in school physical education programs do exist. The purpose of this study, then, is to analyze selected factors of the physical education programs of the California secondary schools in order to discover the relationship that exists between those factors and conditions such as the handling of non-changers, assigning students to physical education classes, method of scheduling activities, and length of periods. The findings obtained by this study are to serve as a guide to administrators and physical education instructors and to show them the possibilities of improvements that exist.

The results of this study might be of significance to school administrators in other states and likewise to state departments of education and teacher training institutions.

In this study an attempt has been made to present an overall picture of the different methods, techniques, and procedures that are being used at the present time in various high schools in the state of California.

Need for the study. There is a definite need for a study that will indicate what can be expected of schools and teachers in physical education.

The study should also be of value to institutions engaged in teacher training because it will indicate to some extent the results of the teacher training program. The findings of the study should be of value to the teacher training

institutions as there will be a quantitative analysis of selected problems related to the operation of physical education programs in all sizes of schools in the state of California.

Furthermore, the findings of the study could be of value to educators in California because evidence could indicate possible needed improvement of the general state program in physical education.

Significance of the study. One of the major problems of our present secondary school physical education programs is that school personnel of small and medium-sized schools often feel that it is impossible for them to establish proper programs in physical education because of the limiting factors present in small schools, which, in their opinion, prevent them from carrying out those procedures which they believe are more easily accomplished by the large schools.

Importance of this study. This study may be of value to others in the field by giving them some successful procedures and techniques used by others in the field, which would not be obtainable in text books. In spite of all the books that are written in connection with this topic, first hand information is sometimes more helpful in that the person knows that this has been used and has been found practical.

In this study an attempt has been made to present an overall picture of the different methods, techniques, and prodedures that are being used at the present time in various

high schools in the state of California.

Material of this study is presented in such a manner that it should be of benefit both to the experienced and the new physical education instructor.

Delimitations. The study was delimited to grades nine through twelve of the public secondary schools of California. It was further delimited by the fact that complete information was not available for all schools for all factors. The limiting condition which prevented the inclusion of all schools in the study was due to the failure of some schools to return the check list. Sufficient schools were included in each enrollment group to insure a representative sample. Every school returning the check list was included in this study.

II. DEFINITIONS OF TERMS USED

Curriculum. According to Bonser, "curriculum represents the experiences that the child will have at school."[2] In the field of physical education the success of a well rounded curriculum depends a great deal on the organization, administration, equipment, and the facilities that are available.

---

[2]F. G. Bonser, The Elementary School Curriculum (New York: The Macmillan Company, 1920), p. 1.

Method. "Method is a way of doing a thing."[3] In physical education method means the procedure that has been tried and improved by years of experience by those men already in the field.

Classification. When referring to classification in physical education, one means systematic arrangement of students in classes for instructional purposes.

Activities. In physical education this term means those activities that are participated in by the students which are set up in the curriculum by the administration for the benefit of the students.

Time allotment. The time which is set aside within the curriculum for the administration of a physical education program.

Length of physical education class period. The number of minutes assigned to the class in physical education. (Such time is inclusive of the time required for dressing and showering).

Size of physical education class. The number of pupils enrolled in each of the physical education classes in the school.

---

[3] J. R. Sharman, The Teaching of Physical Education (New York: A. S. Barnes Company, 1939), p. 105.

Activities in the physical education program. The total number of different physical education activities taught throughout the three years in the curriculum.

Grading in physical education. The assignment of a mark to indicate achievement in physical education: (1) grading which consists of either a satisfactory or unsatisfactory, and (2) grading which consists of assignment of grades on a scale identical to that in other subjects in the curriculum.

Methods of returning equipment. La Porte states, "in large schools a full time equipment clerk should be provided to relieve the instructor of the responsibility of handling the mechanical aspect of the program."[4] Sharman recommends that each squad leader be issued the necessary equipment that will be needed for the period, and be responsible for returning it to its original place.

The intra-mural program. The program of activities sponsored by the department of physical education which is conducted outside of the regular instructional period in physical education.

Secondary school. That portion of the school which

---

[4]La Porte, op. cit., p. 47.

is commonly referred to as grades seven through fourteen.

III. ORGANIZATION OF REMAINDER OF THESIS

The remainder of this thesis will be composed of four more chapters. CHAPTER II is entitled "Review of the Literature." Available material connected with the profession of physical education for grades nine through twelve will be reviewed and fully studied, and that material which is connected with this thesis will be applied as the case may be.

CHAPTER III is entitled "Method of Procedure and Collection of Data." As this title implies, this chapter deals with procedure with which the author went about in gathering the data which made this thesis possible.

CHAPTER IV is entitled "Organization and Interpretation of Data." This chapter deals with the organization and arriving at the proper interpretations after gathering the data. Part of this chapter will be composed of tables which show the modern trends of physical education in the secondary schools of California.

CHAPTER V will deal solely with the summary and conclusions; and CHAPTER VI with the recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Physical education is primarily concerned with the building of organic vigor and power, and the mastering of neuro-muscular skills. It also makes valuable contributions to health, character, and the proper use of leisure time. If physical education is properly taught and administered, it will make contributions to health, character, and worthy use of leisure time.

If a school is to have a well-organized physical education program, the following five essentials must be emphasized. These five essentials are:

1. Administrative leadership.
2. A well proportioned program.
3. Selected educational-purposeful program content.
4. Class periods which are definitely instructional.
5. Consideration of outcomes and evolution.

One can find hundreds of books on the organization and administration of physical education. Each author has his own ideas and interpretations on how and what the physical education curriculum should contain.

It is true that some of the activities prescribed by the authorities are still very popular in the curriculum and yet according to our latest literature the trend is toward a modification of some of these activities. New activities are

being introduced into the curriculum by the younger more progressive physical education men. This is one of the purposes of this study: to show what new activities have been introduced into the present day physical education program.

At the present time there is a great deal of available literature which deals with the methods, procedures, and techniques that are used in the teaching of physical education. The literature which is available at the present time deals with the ideal program.

At the present time the teachers in the field of physical education are seeking new methods, techniques, and procedures which will guide them in establishing and carrying out a practical program in physical education.

Also in reviewing the literature it was found that there was general agreement on what methods, techniques, and procedures should be used in the teaching of physical education.

From 1830 up to the present, the program content in physical education in America has varied. This change has been back and forth and sometimes during this transition it has gone too far in one direction. An alert teacher has taken these changes in stride and made whatever adjustments that have been necessary.

> The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently

and co-operatively as a good citizen even under violent emotional stress.[1]

Classification of students. It was found in reviewing the literature that experts in this field generally favor the homogenous method of classification. This method is usually used for the purpose of making instruction in physical education more safe and more effective.

In the classification of students at the secondary level it is preferred that the grouping be done by using the Strength Index, but grouping the Physical Capacity Index may be used as a secondary means.

It has been found by using these two methods that the grouping would be closely homogenous in respect to bulk and maturity as is measured by McCloy's Classification Index. McCloy's Classification Index is probably the simplest plan for classification. It is based on age, height, and weight.

In 1918 the classification procedure used in California Secondary Schools was that of Frederick J. Reilly which classified students into equal groups for competition in events of strength and skill. This procedure was based upon four factors of age, grade, height and weight. Since then several studies have been carried on by using just three factors of the original Reilly plan, and it has been found

---

[1] William Ralph La Porte, "The Ten Major Objectives of Health and Physical Education," California Physical Education, Health and Recreation Journal, (January, 1936), p. 6.

that the factor of grade is taken care of by age, height and weight.

For the most desirable results classification should be the primary consideration on the part of the physical education instructor. According to Williams and Brownell, students should be classified in physical education for the five following reasons: (1) to serve their individual needs, (2) to promote fair competition between individuals or groups, (3) to facilitate instruction, (4) to assemble individuals of like interest as well as like abilities, and (5) to insure continuity in the program from year to year.[2]

LaPorte states in his publication, The Physical Education Curriculum, that students should be classified by using either the Rogers Strength Test or the three or four-point classification test used in California. He also mentions that students may be classified by using their Physical Fitness Index, or according to exponents for age, height and weight, and possibly grade.[3]

Once the students have been classified they should remain in this group, unless the occasion arises for other placement.

---

[2]Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health and Physical Education (Philadelphia: W. B. Saunders Company, 1939), p. 309.

[3]William Ralph LaPorte, The Physical Education Curriculum, (fourth edition; Los Angeles: U. S. C. Press, 1947), p. 46.

Scheduling of activities. The Committee on Research, after nine years of study, recommend that the activities should be scheduled on placement and time allotment rather than grades, in order to offer a more flexible situation so that the activities may be fitted into various school systems.[4]

The Committee recommends the following activities to be included in the physical education program:

1. Basketball.
2. Rhythms.
3. Volleyball.
4. Softball.
5. Touch football.
6. Gymnastics and Apparatus.
7. Soccer or Speedball.
8. Swimming, Diving and Life Saving.
9. Track and Field.
10. Tumbling and pyramids.[5]

with electives coming from the following activities: Archery, Badminton, Boating, Bowling, Boxing, Camping, Fencing, Folk Dancing (co-educational), Golf, Baseball, Hiking, Horseshoes, Riding, Skiing, Social Dancing, Social Games, Squash, Table Tennis, Tennis, Water Polo, Wrestling, and Restricted or Corrective Physical Education.

According to Irwin, "The seasonal method of arranging

---

[4]LaPorte, op. cit., p. 14.

[5]Ibid., p. 46.

activities has proved the most effective in the majority of schools."[6] It will also be found that activities at the high school level will be scheduled on a daily, weekly, monthly, or yearly basis. The major factor in the scheduling of activities will be guided by the facilities and space which one has at his disposal.

To be able to include and insure that all desirable activities will be included with reasonable time alloted to each, the scheduling shouldn't be too rigid or inflexible.

The recommendation of the committee is that the effective activities are to be selected according to available facilities. Time devoted to each activity may run from three to six weeks for each activity.

Size of classes used for teaching activities. Class enrollment is conditioned by the extent and the nature of the facilities.

Forty pupils to a class is a good standard. This number is compatible with the best instruction and leadership. It is a good standard to follow in planning for future development of the program and building construction.

The Research Committee recommends that for a system-

---

[6]Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: C. V. Mosby Company, 1944), p. 286.

atic period of instruction in physical education classes which consists of highly skilled activities that comparatively small classes be used. There is uniform agreement among the authorities that a physical education activity class should not exceed forty-five, and never over sixty. They also state that when class enrollment goes beyond sixty students, the class becomes organized play and individual instruction disappears.[7]

Lee states, "Although fair work can be done by some teachers in some activities with a class of sixty students, forty should be the maximum if good work is expected."[8]

Another factor to be considered when discussing size of class is the ability of the teacher. The skillful experienced teacher may have little difficulty with a large class. He can improvise and direct the activity in a skillful manner. On the other hand, the inexperienced teacher or less skilled teacher may have considerable difficulty with larger classes.

Length of periods. In a study conducted by the Committee on Curriculum Research, it was found that most progressive states require one period per day, from forty to sixty

---

[7]LaPorte, op. cit., p. 49.

[8]Mabel Lee, The Conduct of Physical Education (New York: A. S. Barnes Company, 1937), p. 284.

minutes in length for the teaching of physical education activities.[9] "Wherever possible, the activity should be offered five days per week, and the health instruction be given as an additional subject at some other period, preferably two or three times a week on alternating terms."[10]

Sharman states that there are no set limits for the length of a physical education activity period. He goes on to state that the periods should be long enough to insure adequate learning on the part of the student but not so long as to become boring.[11]

Teaching of skills. According to LaSalle, "A wide variety of physical skills is essential for the development and maintenance of dynamic health since strength, endurance, and body control are outcomes of properly guided activities."[12]

In order for the teacher to achieve the most in the teaching of skills he should follow those methods which have been proven most effective in the teaching of skills.

Data which is available indicates that when teaching physical education skills the whole method is preferred rather than the teaching of activities by parts and learned

---

[9]Lee, op. cit., p. 47.

[10]Ibid.

[11]Jackson R. Sharman, A Physical Education Workbook (New York: A. S. Barnes Company, 1936), p. 58.

[12]Dorothy LaSalle, Guidance of Children Through Physical Education (New York: A. S. Barnes Company, 1946), p. 28.

piecemeal. Another factor to be considered in the teaching of skills according to Sharman, is that the mechanical structure of the human body should be taken into consideration in choosing methods and materials of instruction.[13]

There is almost unanimity of opinion that informal methods of teaching skills are more effective than that of the formal method.

Nixon and Cozens state "that there are approximately a dozen different methods of teaching skills which the instructor may use in helping a student acquire the correct form in physical education activities."[14]

Nixon and Cozens state

> . . . that the following methods will help the instructor in the teaching of physical education skills. (1) Personal demonstration by the instructor; (2) having the form demonstrated by an expert; (3) verbal instruction by the instructor; (4) having other authorities give verbal instruction; (5) introduce the student to literature describing correct form; (6) use still and motion pictures showing correct form; (7) assist the student physically, guiding him through the movements; (8) demonstrate by the use of inanimate objects; (9) use mechanical devices to restrict or modify the actions of the learner.[15]

<u>Activities taught in the intramural program</u>. The intra-mural program is generally considered as a phase of the

---

[13]LaSalle, <u>op. cit.</u>, p. 88.

[14]Eugene W. Nixon and Frederick W. Cozens, <u>An Introduction to Physical Education</u> (Philadelphia: W. B. Saunders Company, 1947), p. 20.

[15]<u>Ibid.</u>, pp. 20-21.

complete physical education program. The effectiveness of a physical education program may be measured to some degree by the scope of the intra-mural program. There are, however, handicaps which must be overcome. High schools with one gymnasium and often a combination auditorium-gymnasium have so many demands placed upon the gymnasium for its use that often activities such as intra-mural sports are crowded out of the picture. Then, too, a large percentage of physical education instructors for boys are coaches. After spending the afternoon coaching, there are those who will not devote any additional time to the intra-mural program.

Handling of non-changers. Proper uniform for work in physical education is commonly required and is considered a basic fundamental in the administration of a physical education program. Nash,[16] Williams,[17] Brownell,[18] Voltmer,[19] and Esslinger[20] all state that pupils should be required to dress in suitable uniform for class work in physical education if proper and maximum benefit is to be obtained from participation.

---

[16]Jay B. Nash, The Administration of Physical Education (New York: A. S. Barnes Company, 1931), p. 376.

[17]Williams and Brownell, op. cit., pp. 356-57.

[18]Ibid.

[19]Edward F. Voltmer and Arthur A. Esslinger, Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), pp. 306-07.

[20]Ibid.

Grading students in physical education. Grading in physical education presents a problem. As long as subjects such as English, History, Mathematics and Industrial Arts receive marks usually in terms of A, B, C, D and F, or in terms of the percentage equivalent, it would appear that all subjects should be marked in the same manner. To fail to mark physical education in a like manner instantly sets up physical education in the minds of the pupils as a subject that is different, one where no standard of achievement is necessary, and thus, an obligation that need not be taken too seriously. Many school administrators recognize this condition and have made efforts to correct it by requiring that marks in physical education correspond to those used for other subjects.

In many schools a grade is based on subjective grading. It is agreed by the authorities that this method is unsatisfactory. A student's grade, when the instructor grades subjectively, is usually determined by his record of attendance, effort, costume, shower, and general attitude.

Williams and Brownell state that

> . . .a sound grading system should be based upon a number of items, such as objective tests of achievement in a variety of activities; knowledge tests that cover the areas of activity and that of general physical education, including its aim, purpose, backgrounds, and results. It must be determined whether or not and to what extent knowledge of an activity relates to participation or to skill in participation.[21]

---

[21]Williams and Brownell, op. cit., p. 312.

LaPorte recommends that students be graded on the following four phases, with twenty-eight per cent being allowed for each phase:

1. Performance skills.
2. Knowledge of rules, general performance and strategy.
3. Social attitudes, including cooperations, sportsmanship, leadership.
4. Posture and bearing.[22]

Marks should be reliable, specific, and discriminating. They should be used as measures of progress or achievement, and not as rewards or punishment.

During the past few years a great deal of discussion has taken place about grading in physical education. Some critics have gone so far as to suggest that grades be eliminated.

Methods of taking attendance. It is generally agreed that there is no method of taking attendance which is superior to all others. It should be kept in mind that speed, accuracy, and freedom from boredom on the part of the students should be considered.

It will be found that there are many physical education instructors who will drag out the taking of attendance so that it will cut down their instructional period.

---

[22]LaPorte, op. cit., p. 50.

The teacher can use roll call as a method of getting acquainted with the students.

According to Lee, "The techniques of roll-call involves the following decision on the instructor's part: (1) Where to take roll, (2) When to take it, (3) How to take it."[23]

There are a number of methods of calling roll as follows:

1. Names called alphabetically by instructor.
2. Numbers called consecutively by students.
3. Numbers marked on the floor.
4. Alphabet alignment by students.
5. Squad name roll.
6. Squad number roll.
7. Posted lists.
8. Tags.
9. Card Index.

Now that the methods of roll call have been stated, let us look at each method briefly.

1. The first gives both the student and instructor a chance to learn all the names of those in the class.

2. The second is rapid, but too mechanical to have any value to the instructor or student in respect to each one's personality.

3. The third may be used to an advantage in one school, and a disadvantage in another. Its best characteristic is that it eliminates cheating.

4. With the fourth method, the students line up in alphabetical order, remembering the names of the students before and after them. If a

---

[23]Lee, op. cit., pp. 399-440.

student is absent there will be a gap left; all the instructor has to do is go down the line and call the name of the student whose absence has left the gap.

5. and 6. This method is used most in classes with a large enrollment. It is also good in that it trains students to assume responsibility. It is the duty of the squad leaders to check the roll of their individual squad and report the absences to the instructor.

7. The seventh method is in use at one of the junior high schools in Berkeley, California. Roll numbers are painted on the wall. When they line up for roll they line up under their respective numbers and squad leaders check the attendance while they are doing exercises in posture work and report the absences to the instructor.

8. The eighth method. Each student is assigned a number on a tag. The tags are placed at the entrance to the gym. One set of tags is all that is needed, as they can be used on each period. As the students enter the gym, they remove the tag from the board and drop it into a box. This is all done under the supervision of a monitor. At the end of the period all those tags left on the board are reported as absent. After the absences are reported, the tags are removed from the box and replaced on the board ready for use in the next class.

9. The ninth method eliminates any standing around waiting for a formal method of roll call. As the student enters the class, he takes his card and turns it on end. At the end of the class period all cards not turned on end are recorded as absent. The prime thought for the instructor to keep in mind is not to let it be easy for the students to cheat.

CHAPTER III

METHODS OF PROCEDURE AND COLLECTION OF DATA

The problem involved in this study was to determine what methods, techniques and procedures were used in the following:

1. Method of assigning students to physical education classes.
2. Method of returning equipment.
3. Length of periods (exclusive of showers and dressing).
4. Methods of taking attendance.
5. Use of lesson plans in teaching skills.
6. Handling of non-changers.
7. Grading students in physical education.
8. Tome spent each period in the teaching of skills.
9. Activities taught in the physical education classes.
10. Drills used in teaching skills.
11. Intramural program.
12. When intramural program is scheduled.
13. Activities included in the intramural program.

Purpose. Each school was asked to fill out the questionaire and return it to the writer.

The purpose of this study was to secure information relative to the present practices in the methods, techniques, procedures, and activities which are used in the teaching of boys' high school physical education in the State of California.

Method of collecting the data. Inquiry blanks were sent to the physical education directors of three hundred high schools, listed as such in the California School Direc-

tory, 1949-50, with short letters explaining the purpose of the study. A stamped and self-addressed envelope was enclosed. Follow-up cards were sent to a few schools which had not responded by a certain date.

Reliability of the data. Before any results or conclusions can be drawn, it is necessary first to determine the reliability of the data. Three hundred questionaires were sent to selected high schools in California and one hundred and nineteen returned. Some schools were contacted personally, and these results are noted in Appendix A. No means of testing the reliability of the data was possible; however, it is assumed that all information obtained, since it was stated in the letter accompanying the questionaire for the purpose of this survey, can be considered to have come from the most reliable sources of information on this aspect of the school situation in California to date.

Tabulating the data. For the purpose of grouping schools according to the size of enrollment, grades nine through twelve were considered here, because the enrollment in these grades more accurately typifies the high school program in California than does the enrollment of grades seven through twelve.

The schools were divided into three groups based upon the enrollment in grades nine through twelve. Group I includes schools of enrollment through 149; Group II, enrollment of 150 to 749 pupils; and Group III with enrollment of 750 or more. (See Table I, page).

In tabulating the data to be used, each selected factor listed on page 23 was studied separately. The data for each of the thirteen selected factors was tabulated on frequency tables for each enrollment group and the totals for the state were obtained. The data was obtained from a check sheet. (See Appendices A and C, pages 43 and 68, respectively).

CHAPTER IV

ORGANIZATION AND INTERPRETATION OF DATA

Discussion. A number of the blanks from the schools were not checked completely or filled out, so that certain items could not be included in the interpretation of the data received. The total responses, therefore, vary from table to table, and within the tables themselves the sub-totals do not always equal the total. While most of the tables are self-explanatory, the essential facts which they contain will be mentioned briefly, and the conclusions and implications discussed after the last table has been mentioned. (See Table I, page 43).

Analysis of the data. The information received from the survey has been assembled in thirteen tables which are included in the Appendix and discussed in the following section.

As shown in Table II, page 44 , forty of the one hundred nineteen responding assign students to their respective physical education classes without any regard for any means of classification.

The majority of the schools reporting assign their students to physical education classes by the year that each student is in school.

Thirty out of one hundred nineteen schools reporting

assigned students either by exponent classification or by free periods in their daily class schedule.

Not a single school indicates that they assign students to their physical education classes on the basis of student trade interests.

In Table III, page 45, it is apparent from the returns of one hundred one of the one hundred nineteen replies that physical education teachers of the California secondary schools use the student monitor system of returning equipment.

Out of the one hundred nineteen returns, only fifteen showed that they used the teacher method of returning physical education equipment.

Only three showed that they have custodians to take care of their equipment. As might be expected, these three schools fall into Group III, which are the largest schools.

While the length of the periods varies from one hour to twenty-five minutes, exclusive of time for dressing and showers, most of the schools seen in Table IV, page 46 , indicate from forty-five to forty minutes.

Table V, page 47, indicates that most of the schools reporting use the method of covering numbers as a means of taking roll.

Squad leaders taking roll was the next most common method of taking roll, with teachers calling numbers, instructor calling names, and students calling names or numbers in this order.

As noted in Table VI, page48 , a survey of those teachers using lesson plans in the teaching of physical education reveals some enlightening facts. Of the one hundred nineteen returns, sixty-five or fifty-five per cent indicated that they used lesson plans, with fifteen or eighteen per cent indicating that they did not use lesson plans. Thirty-six or thirty per cent stated that they used lesson plans sometimes in their teaching of physical education classes.

Table VII, page49 , indicates that an extremely large number, forty-four of those answering, stated that they use students not suiting up to police the play grounds.

Twenty-seven of those schools responding fail those students not conforming with the requirements of changing for physical education classes. Twenty-two schools indicated that students were made to run laps. Twenty-two schools said that they referred those students who violated the requirement of changing to the administrators for punishment. Six schools placed non-changers far enough apart so that they could not talk to each other.

Table VIII, page 50, shows that sixty-two, or thirty-three per cent, stated that they issued grades to their physical education students by taking into consideration attitudes, participation, skill, testing, attendance and changing.

Thirty schools stated that they took into consideration only attitude, ability, attendance and changing for the basis of giving grades in their physical education classes.

Fourteen schools used the demerit system for issuing grades.

The most startling fact which Table VIII presents is the number of physical education instructors who still use the subjective system of grading in physical education classes. Twenty-two of the instructors, or twelve per cent of this group, are listed as still using subjective grading.

While the length of time in the teaching of skills varies from thirty minutes to none, most of the schools responding, as seen in Table IX, page 51, indicated that they spent from ten to five minutes in the teaching of skills in their physical education classes.

As might be expected, and as shown on Table X, page 52 , basketball, touch football, track, softball, volleyball and table tennis are the six most popular activities which are being taught in all three groups in the high schools of California. Swimming, mass games, handball, speedball, social and square dancing, boxing, soccer, tennis and field hockey follow in order as activities being taught in Group I. Other activities also reported as being taught by Group I schools are: ten schools reported badminton as an activity; calisthenics, seven schools; horseshoes, seven schools; wrestling, five schools; cross country, five schools; apparatus, four schools.

In Group II schools, wrestling, tennis, horseshoes, boxing, swimming, mass games, badminton, calisthenics, apparatus, cross country, and social and square dancing follow in

order as activities also being taught. The schools also reported teaching the following activities in coordination with the activities mentioned above: golf, ten schools; field hockey, four schools; weight lifting, two schools; pool and snooker, two schools.

Besides those activities mentioned in Groups I and II, Group III schools reported that they also taught the following activities: badminton, twenty-six schools; calisthenics, twenty-three schools; wrestling, twenty-six schools; apparatus, thirty-five schools; horseshoes, twenty-seven schools; and cross country, thirty-two.

It is apparent in Table X that the larger the school, the greater the variety of activities offered the students, and the smaller the school, the fewer the opportunities for many activities.

Table XI, page 53, shows that of the one hundred nineteen schools returning the questionaires, one hundred eleven, or ninety-three per cent, stated that they use drills in the teaching of skills, and eight, or seven per cent, indicated that they did not use drills in the teaching of skills.

Most of the schools, indicated in Table XII, page 54, sixty-six per cent in fact, stated that they have an intramural program for the students of their schools to participate in if they so desire.

Forty-two of one hundred twenty-two schools stated that they did not offer an intramural program for their students.

The great majority of schools, sixty-two or fifty-two per cent of those responding, stated that they held their intramural programs after school, as seen in Table XIII, page 55. Fifty-one schools held their intramural program in the physical education classes, four in Group II, and one in Group III. In Group III, one school indicated that they put their intramural program on at night.

Returns showed in Table XIV, page 56, that basketball, softball, swimming, volleyball, touch football, track, table tennis and horseshoes are the most popular intramural sports played in the high schools of California.

In Group I, marbles, badminton, boxing and tennis follow in order. Tug-of-war is mentioned as an activity three times; handball, four times; wrestling, two times; and bowling, once.

In Group II, baseball, tennis, handball, boxing, table tennis, horseshoes, marbles, tug-of-war and badminton follow in order after those activities mentioned in the California high schools intramural sports. Also mentioned are wrestling, eight times; soccer, four times; and bowling, four times.

In Group III, after those most popular activities which have been mentioned previously above, these activities were mentioned by those schools in Group III: golf, thirty-six schools; baseball, twenty-one schools; tennis, thirty-one schools; bowling, eleven schools; handball, thirty-one schools; tennis, thirty-one schools; speedball, ten schools; soccer, eleven schools; wrestling, nineteen schools; marbles,

twenty-six schools; tug-of-war, nineteen schools; and badminton, twenty-one schools.

The same seems apparent in the number of activities which are taught in larger school intramural programs as in the number of activities taught in physical education classes of the larger schools. It seems that the larger school is in a better position to give a greater variety of activities in the intramural program than the smaller and middle-sized schools.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. This study was undertaken to present an overall picture of the different methods, techniques, and procedures that are being used in various high schools in California. Thirteen selected factors were studied. These were:

1. Method of assigning students to physical education classes.
2. Method of returning equipment.
3. Length of periods (exclusive of showers and dressing).
4. Method of taking attendance.
5. Use of lesson plans in teaching skills.
6. Handling non-changers.
7. Grading students in physical education.
8. Time spent each period in the teaching of skills.
9. Activities taught in the physical education classes.
10. Drills used in teaching skills.
11. Intramural program.
12. When intramural program is scheduled.
13. Activities included in the intramural program.

The data was obtained from two main sources: first from special check sheets which were sent to three hundred secondary schools in the State of California by the writer, and second, by personal interviews. The schools were grouped according to size as follows: Group I enrollment through 149; Group II, schools with enrollment of 150 to 749 pupils; Group III, enrollments of 750 and over.

schools returning the questionnaire state that they definitely use lesson plans in teaching skills of physical education activities. Approximately one third of the schools stated that they use lesson plans now and then in their teaching of physical education activities.

The results of this survey seem to indicate that there is no one accepted procedure in the handling of non-changers in physical education. Procedures varied from failing non-changers to giving extra assignments.

The prime consideration in the grading of physical education students seems to be attitudes, attendance, participation, and changing. The study reveals that there are still quite a large number of instructors who still use the subjective method of grading. Subjective grading was most commonly used by the schools in Group I and Group II.

Only ten out of the one hundred and nineteen schools answering indicated they did not spend any time in the teaching of skills in their physical education classes. The time spent in the teaching of skills varied from five to thirty minutes per period.

The team sport activities seem to be most popular activities being taught. They were the most popular in all three groups. A greater variety of physical education activities were offered in those schools that were classified in Group III.

All but eight of the one hundred and nineteen schools reported that they used some type of drills in the teaching of skills in their classes.

Conclusions. The most widely used method of assigning boys to their physical education class was assignment by the year the student was in school. The survey indicated that assignment without regard for any means of classification was the next most used method of assigning students to the physical education class.

Student monitors was indicated as the most popular and most widely used method of issuing and returning equipment. The second most used method was that of the instructor issuing and returning equipment. The study shows that there are very few schools that have custodians or equipment personnel in charge of issuing and returning equipment. Schools that did report having custodians assigned to this task fell in Group III, which represent the large school.

Length of class periods varied from twenty-five minutes to sixty minutes. The majority of schools, one hundred to be exact, had physical education classes run from forty to forty-five minutes. Length of classes were exclusive of time for dressing and showering.

The most commonly used method of taking roll call was that of having students cover their roll call number by placing both feet on their number. Having squad leaders take roll was the next most popular method. The third method was that of the instructor calling roll call numbers, next was the method of taking roll where the instructor calls the student's name. The last method of taking roll call was that where the student calls out his name or roll call number.

Sixty-five schools of the one hundred and nineteen

The intramural program was more prevalent in Group III schools. As the schools decreased in size the intramural program seems to become less significant. The reason for this might be that the larger the school, the more need we have for an intramural program. In the smaller schools more boys participate in inter-scholastic athletic programs and thus have less need for intramurals.

The intramural program of the schools surveyed was the most frequently planned during the lunch hour and after school. Thirty-five of sixty-two schools that schedule their intramural program after school were in the Group III schools. Thirty-seven of the fifty-one schools that scheduled their intramural program at noon were in Group I. The number of schools in Group III that scheduled their intramurals after school would indicate that the larger schools have more facilities to carry on their intramural program than the schools in Group I.

Basketball was the most popular intramural sport in all three groups. Softball ranked second with touch football third and track fourth. These activities were again the most popular in all three groups. Group III schools offered more individual intramural activities than Group I and Group II.

As a result of this investigation one can conclude that school enrollment at the present does have a relationship to physical education programs in regard to the activities taught, intramural programs, methods of returning equipment, and method of assigning students to physical education but not in regard to others. As was pointed out in Chapter I,

small schools often state that the larger schools can carry out certain phases of the physical education program that small schools cannot. The results obtained indicate that for the most part such an argument is without foundation.

CHAPTER VI

RECOMMENDATIONS

The main purpose of this investigation was to determine the relationship between certain factors of the physical education program and the size of schools.

Obviously, this investigation has only scratched the surface of the whole field of physical education and its relationship to the size of various California High Schools.

Based upon the results of this study, the writer wishes to make the following recommendations which are relative to the program in physical education for California Secondary Schools. The study reveals that certain basic principles should be adopted as standards for the physical education programs in the public secondary schools of this state. The investigator wishes to make the following recommendations.

1. In as much as physical education is required by law, schools should be required to teach a minimum program of activities and maintain sufficient supplies and equipment so that teachers can teach the minimum program outlined in the state course of study. A school which included only three or four different physical education activities during four to six years of work can hardly be considered as providing satisfactory instruction in physical education. By requiring certain standards of equipment the schools which now budget but do not spend money for physical education supplies and equipment would be required to provide adequate supplies and equipment for instruction in physical education.

2. It is evident that no general plan of marking has been established for physical education. If the subject is to receive proper consideration in relation to the other studies in the curriculum and be recognized as such by pupils and teachers alike, a standard needs to be established which requires that grades in physical education be similar to those given for other subjects.

3. More definite standards relative to suitable dress for physical education classes.

If the above program were adopted and each item contained therein were put into action or followed, the physical education program would necessarily improve since the weaknesa revealed by this study would be the point of attack for improvement and correction.

It is recommended that further study along the lines of this problem be promoted with a view toward answering some of the questions listed below. What standards can be developed in physical education that the small school and the large school can to an equal degree satisfy? Can an evaluation procedure be established that will accurately evaluate the success of a physical education program in the small, medium sized, and large high school? What relationships does the attitude of school superintendents, principal, and physical education teachers have to the success of the school physical education program or the services offered by it? Further, what relationship does the attitude of the board of education have toward the physical education program?

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Bonser, F. G. The Elementary School Curriculum. New York: The Macmillan Company, 1920.

Brace, David. Health and Physical Education for Junior and Senior High Schools. New York: A. S. Barnes Company, 1948.

Brownell, Clifford L., and Patricia E. Hagman. Administration of Physical Education. New York: McGraw-Hill Book Company, 1951.

Bucher, Charles A. Administration of School Health and Physical Education Program. St. Louis: C. V. Mosby Company, 1955.

_____. Methods and Materials in Physical Education and Recreation. St. Louis: C. V. Mosby Company, 1954.

Cowell, Charles C., and Helen W. Hazelton. Curriculum Designs in Physical Education. New York: Prentice-Hall Inc., 1955.

_____, and Hilda M. Schwehn. Modern Principles and Methods in High School Physical Education. Boston: Allyn and Bacon, Inc., 1959.

Davis, Elwood C., and John D. Lawther. Successful Teaching in Physical Education. New York: Prentice-Hall, Inc., 1948.

Forsyth, Charles E., and Ray O. Duncan. The Administration of Physical Education. New York: Prentice-Hall, Inc., 1951.

Hughes, William L., and Ester French. The Administration of Physical Education. New York: A. S. Barnes Company, 1954.

Irwin, Leslie W. The Curriculum in Health and Physical Education. St. Louis: C. V. Mosby Company, 1944.

Knapp, Clyde, and Patricia E. Hagman. Teaching Methods for Physical Education. New York: McGraw-Hill Book Company, 1953.

Kozman, Hilda C., Rosalind Cassidy, and Chester O. Jackson. Methods in Physical Education. Philadelphia: W. B. Saunders Company, 1947.

LaPorte, William Ralph. The Physical Education Curriculum. 1937; and fourth edition. Los Angeles: U. S. C. Press, 1947.

LaSalle, Dorothy. Guidance of Children Through Physical Education. New York: A. S. Barnes, 1946.

Lee, Mabel. The Conduct of Physical Education. New York: A. S. Barnes Company, 1937.

Means, Louis E. The Organization and Administration of Intramural Sports. St. Louis: C. V. Mosby Company, 1949.

Mitchell, Elmer D. Intramural Sports. New York: A. S. Barnes Company, 1939.

Nash, Jay B. The Administration of Physical Education. New York: A. S. Barnes Company, 1931.

_____, Francis J. Moench, and Jeannette B. Saurborn. Physical Education: Organization and Administration. New York: A. S. Barnes Company, 1951.

Oberteuffer, Delbert. Physical Education. New York: Harper and Brothers, 1951.

Sharman, Jackson R. A Physical Education Workbook. New York: A. S. Barnes Company, 1936.

_____. The Teaching of Physical Education. New York: A. S. Barnes Company, 1939.

Sheerer, William W. The High School Intramural Program. Minneapolis: Burgess Publishing Company, 1952.

Vannier, Maryhelen, and Hollis F. Fait. Teaching Physical Education. Philadelphia: W. B. Saunders Company, 1957.

Voltmer, Carl D., and Vernon W. Lapp. The Intramural Handbook. St. Louis: C. V. Mosby Company, 1949.

_____, Edward F., and Arthur A. Esslinger. Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, Inc., 1949.

Williams, Jesse F., and Clifford L. Brownell. Administration of Health and Physical Education. Philadelphia: W. B. Saunders Company, 1939.

_____, John I. Dambach, and Norma S. Schwendener. Methods in Physical Education. Philadelphia: W. B. Saunders and Company, 1932.

Zeigler, Earle F. Administration of Physical Education and Athletics. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

B. PERIODICALS

LaPorte, William R. "The Ten Major Objectives of Health and Physical Education," California Physical Education, Health and Recreation Journal, (January, 1936).

APPENDIX A

TABLE I

NUMBER OF SCHOOLS SENT QUESTIONAIRES IN EACH OF THE THREE ENROLLMENT GROUPS

Groups (Grades 9-12)	School Enrollment	Number of schools Questionaire sent to	Percentage of Returns
I	0-149	100	44 %
II	150-749	100	34 %
III	750 +	100	41 %
Totals		300	40 %

TABLE II

METHODS OF ASSIGNING STUDENTS TO PHYSICAL EDUCATION CLASSES

Group	School Enrollment	Assignment without any means of classification	Assignment by Grades	Assignment by Exponent Class	Assignment Free Periods	Assignment by Trade Interests
I	0-149	15	23	6	0	0
II	150-749	10	10	4	10	0
III	750+	15	15	5	5	0
Total		40	48	15	15	0

TABLE III

METHODS USED IN RETURNING EQUIPMENT

Group	School Enrollment	Student Monitors	Teachers	Custodians
I	0-149	42	2	0
II	150-749	24	10	0
III	750 +	35	3	3
Totals		101	15	3

TABLE IV

LENGTH OF CLASS PERIODS

Group	School Enrollment	60 Min.	45 Min.	40 Min.	35 Min.	30 Min.	25 Min.	Less
I	0-149	2	20	20	2	0	0	0
II	150-749	5	10	10	5	3	1	0
III	750 +	1	20	20	0	0	0	0
Totals		8	50	50	7	3	1	0

TABLE V

METHODS USED IN TAKING ATTENDANCE

Group	School Enrollment	Students Cover Numbers	Teacher Calls Number	Squad Leader	Instructor Calls Names	Students Call Name or Number
I	0-149	11	11	10	7	5
II	150-749	10	6	5	7	6
III	750 +	14	11	15	5	5
Totals		35	28	30	19	16

TABLE VI

LESSON PLANS USED IN THE TEACHING OF SKILLS

Group	School Enrollment	Yes	No	Sometimes
I	0-149	30	2	12
II	149-749	10	10	14
III	750 +	25	6	10
Total		65	18	36

TABLE VII

HOW NON-CHANGERS ARE HANDLED

Group	School Enrollment	Non-changers are failed	Laps around Track	Non-changers are referred to & handled by the administrators	Non-changers are given Assignments to Police play grounds	Non-changers are placed far enough apart so they can't Talk to each other
I	0-149	5	12	4	20	3
II	150-749	16	5	3	9	2
III	750 +	6	5	15	15	1
Total		27	22	22	44	6

TABLE VIII

HOW STUDENTS ARE GRADED IN PHYSICAL EDUCATION CLASSES

Group	School Enrollment	Attitudes, participation, skill testing, changing & Attendance	Attitudes, Attendance, Abilities and Changing	Demerit System	Subjective Grading
I	0-149	22	7	5	10
II	150-749	20	6	6	11
III	750 +	20	17	3	1
Total		62	30	14	22

TABLE IX

TIME SPENT EACH PERIOD TEACHING SKILLS

Group	School Enrollment	30 Minutes	10-15 Minutes	5 Minutes	None
I	0-149	3	10	25	5
II	150-749	3	20	9	3
III	750 +	0	20	20	1
Total		6	50	54	9

TABLE X

ACTIVITIES TAUGHT IN PHYSICAL EDUCATION CLASSES

Activities	School Enrollment:	Groups I 0-149	II 150-749	III 750 +	Total
Basketball		44	34	41	119
Touch Football		44	34	41	119
Track		44	34	41	119
Gymnastics and Tumbling		0	9	20	29
Softball		44	34	41	119
Wrestling		5	15	26	46
Tennis		12	20	38	70
Volleyball		44	34	41	119
Horseshoes		7	18	27	52
Boxing		13	12	19	44
Baseball		44	34	41	119
Swimming		20	20	30	70
Mass Games		23	22	30	75
Soccer		12	27	35	74
Speedball		15	17	40	72
Badminton		10	18	26	54
Calisthenics		7	12	35	54
Apparatus		4	12	23	39
Handball		16	25	36	77
Table Tennis		44	34	41	119
Golf		11	10	28	49
Cross Country		5	15	32	52
Weight Lifting		0	2	28	30
Social and Square Dancing		13	20	30	63
Field Hockey		11	4	15	30
Snooker and Pool		0	2	5	7

TABLE XI

USE OF DRILLS IN THE TEACHING OF SKILLS

Group	School Enrollment	Yes	No	Sometimes
I	0-149	42	2	0
II	150-749	29	5	0
III	750 +	40	1	0
Total		111	8	0

TABLE XII

SCHOOLS REPORTED HAVING INTRAMURAL PROGRAMS

Group	School Enrollment	Yes	No
I	0-149	16	28
II	150-749	24	10
III	750 +	40	4
Total		80	42

TABLE XIII

WHEN INTRAMURAL PROGRAM IS SCHEDULED

Group	School Enrollment	Noon	After School	Night	Physical Education Period
I	0-149	37	7	0	0
II	150-749	10	20	0	4
III	750 +	4	35	1	1
Total		51	62	1	5

TABLE XIV

ACTIVITIES PLAYED IN THE INTRAMURAL PROGRAM

Activities	School Enrollment:	Groups I 0-149	II 150-749	III 750 +	Total
Basketball		16	24	40	80
Softball		16	24	40	80
Swimming		12	19	28	59
Golf		0	13	36	49
Volleyball		16	24	40	80
Touch Football		16	24	40	80
Track		16	24	40	80
Baseball		2	13	21	36
Tennis		8	19	31	58
Bowling		1	4	11	16
Handball		4	11	31	46
Speedball		0	0	10	10
Soccer		0	4	11	15
Boxing		6	25	36	67
Table Tennis		16	24	40	80
Wrestling		2	8	19	29
Horseshoes		16	24	40	80
Marbles		8	17	26	51
Tug-of-war		3	11	19	33
Badminton		8	13	21	42

APPENDIX B

APPENDIX B

SOME TECHNIQUES, METHODS AND PROCEDURES THAT ARE BEING USED AT THE PRESENT TIME IN THE CALIFORNIA HIGH SCHOOLS

Classification. A testing program is used to separate the classes into homogenous groups. All classes are divided into advance, intermediate, and low intermediate. The division of groups are determined after all students in the physical education classes are tested. The testing occurs during the first week of school and students are then placed according to their accumulated score.[a]

Each pupil is tested in the Spring and all scores are listed in order. Approximately thirty per cent of the students are placed in the blue or advanced group; thirty per cent in the red or intermediate group; and forty per cent (which includes all incoming freshmen) are assigned to the whites or beginning group.

The specific objectives of these ability groups are as follows: Whites - physical fitness, basic skills in activities and swimming instruction (in order to pass graduation requirement). Reds - continued physical fitness and intermediate skills in activities. Blues - continued physical fitness, advanced skills in activities and emphasis on carry-over activities.

A boy will remain in his color group for the entire

a. East Bakersfield High School.

year and will be retested each spring. All freshmen are designated Whites. A boy can jump immediately to the Blues if he scores high in his test, but the usual step is to pass into the Reds in his sophomore year, then into the Blues during his junior or senior year. A boy can remain in one color group for two years, then he is automatically put into the next highest classification.

The battery of tests that are used for classification consists of five separate tests: (1) pull-ups, (2) sit-ups, (3) rope climb, (fifteen feet from standing position), (4) two hundred yard dash, and (5) push-ups.[a]

Roll Call procedure. Sections are usually organized into alphabetical roll order and students are first assigned temporary roll numbers, and later, permanent roll numbers.

Before roll call the students will be seated or standing in single lines, in numerical order as they are arranged in the roll book, wherever they have been assembled for the assigned activity. The instructor will then take roll vocally, calling the names in the same numerical order.

All students will wear gym shoes to classes at all times. Failure to do so will result in a uniform check against their grade.

On special days, such as when there is inclement weather, special meetings, or any other type of emergency requiring suspension of regularly assigned activity, special instruction by bulletin will be issued to the instructors as

a. Carlmont High School.

to the procedure to be followed.

After roll call, students will remain in the immediate area of their class activity unless excused by the instructor. This order means that students may not loiter in the locker room, showers, lavatories, other classes or offices.[a]

Numbered roll call stations are marked in nine places on the campus as follows: one in the gymnasium, two along the football bleachers, two along the baseball backstop, two along the volleyball courts, one at the handball courts, and one in the swimming pool. Each boy covers his number wherever the day's station may designate. Special printed forms permit the teacher to complete roll call in one minute.

Each class is called to attention: then parade rest, and no conversation is permitted for one minute during roll call.[b]

All roll taking is done in the gym each day. Roll call numbers are marked around the gym floor next to the wall. Basketballs are provided on the gym floor during the first five minutes of the dress period. These balls are returned to the equipment room when the instructors blow their whistles for roll call. When the instructors blow their whistles for roll call all students report to their roll call numbers, covering the number with both feet, and stand at attention until roll is completed.[c]

a. Mt. Diablo High School, Concord, California.

b. Sequoia High School, Redwood City, California.

c. Mountain View High School, Mountain View, California.

Grading. Each student begins with an "A" grade and is graded on the following: (1) complete gym suit, (2) attendance, (3) attitude, (4) sportsmanship, (5) cooperation, (6) participation, and (7) cleanliness. They do not grade on the ability of an individual in any given activity. Any student with six or more "F"'s on his card at the end of each quarter is given a failing grade for the quarter's work. At the termination of the second quarter, the two grades are averaged and a semester grade is given.[a]

Each student begins the quarter with an "A". Action or behavior warranting the lowering of the grade.

I. Failure on the part of the student (unless excused) to:

A. Suit up for class

B. Pass gym suit cleanliness inspection

C. Shower after class

D. Participate in the activity of the day

E. Maintain satisfactory behavior and cooperation

F. Attend class

G. Be punctual to class

H. Take proper care of locker

I. Safeguard the physical welfare of others

J. Use socially acceptable language

K. Obey all the regulations of the department and the school regarding conduct and property.

a. Willow Glen High School, San Jose, California.

II. Method of lowering the grade.

A. Daily "F" will be the symbol signifying a mark down on the grade

B. During a quarter if a boy has five unexcused absences his grade will be lowered one full grade

C. One half "F" will be given to students who are late to class.

III. Evaluation of the grade.

A. Total number of daily "F"'s:

1. 0 . . . . . A
2. ½-1 . . . . . A-
3. 1½ . . . . . B
4. 2 . . . . . B
5. 2½-3 . . . . . B-
6. 3½-4 C
7. 4½-5 C
8. 5½-6 . . . . . C-
9. 6½-7 . . . . . D
10. 7½-8 . . . . . D
11. 8½-9 . . . . . D-
12. 9½ plus . . . . . F[a]

Grades in boy's physical education will be based on observations in the following four general areas:

I. <u>Athletic ability</u>. This includes results of tests in which ability, speed, natural ability, and coordin-

a. James Lick High School, San Jose, California.

ation are noted. Ten per cent value of grade.

II. Use of athletic ability. This includes how well the boy makes use of his ability, and how well he adapts and applies his ability to the particular activity to which he is assigned. This involves maximum effort in whatever the boy is doing. Thirty per cent value.

III. Proper attitude. This includes the proper attitudes toward activities, other students, teammates, opponents, instructors, instruction, participation, equipment, facilities, and any necessary regulations. Thirty per cent value.

IV. Mechanics. This involves attendance, tardiness, non-strip infraction, cutting class area, profanity, class discipline, lack of proper uniform, shower cuts, or any other breach of discipline. Thirty per cent of grade value.

	First 3 weeks	Second 3 weeks	Third 3 weeks	Total
A. Athletic ability.	4	4	3	11
B. Une of athletic ability .	14	15	14	43
C. Attitudes	13	15	15	43
D. Mechanics	13	15	14	42
E. Total	44	50	46	139

Grade point schedule for infractions of physical education regulations.

A. Attendance

1. Valid absence . . . . . no points
2. Invalid absence . . . . . one point per day
3. Cut absence . . . . . 3 points per day
4. Cut physical education class. . . . 6 points per day
5. Tardiness to class. . . . . 1 point per day

B. Uniform infractions

1. Lack of stencilling . . . 1 point per unit of uniform
2. Improper uniform . . . . 1 point per article per day
3. Unclean uniform . . . . . 2 points per day
4. Borrowed uniform. . . . . 2 points per day

C. Improper conduct

1. Failure to take shower. . . . . 2 points 1st offense
2. Failure to take shower. . . . . 4 points 2nd offense
3. Failure to take shower. . . . . .10 points 3rd offense
4. Knotting towels . . . . . 4 points
5. Profane language. . . . . 4 points
6. Vulgar language . . . . . .10 points
7. Destructive use of equipment. . .10 points & billing for cos
8. Possession of towels in locker. . 5 points
9. Throwing gear in locker room. . . 4 points per offense

Grades will be made out at the end of each three week's activity section, fifty points being a maximum or perfect grade possibility. These points will be totaled with the points for the second and third week activity to determine a letter grade for the report period. Listed below are the points necessary to maintain a certain letter grade:

A. 48 to 50 points an "A" during a three week activity
44 to 47 points a "B" during a three week activity
39 to 43 points a "C" during a three week activity
35 to 38 points a "D" during a three week activity
35 and below points an "F" during a three week activity

B. 140 to 150 points indicates an "A" during a nine week period
130 to 139 points indicates a "B" during a nine week period
120 to 129 points indicates a "C" during a nine week period
110 to 119 points indicates a "D" during a nine week period
109 and below points indicates an "F" during a 9 week period

C. 280 to 300 points indicates an "A" during a semester period
260 to 279 points indicates a "B" during a semester period
240 to 259 points indicates a "C" during a semester period
220 to 239 points indicates a "D" during a semester period
219 and below indicates an "F" during a semester period.

Grade averages for the semester will be based on total points, not on an average of two letter grades. Below is an example of a boy's grade during a report period:

D. <u>Lock and lockers</u>

1. Unlocked lock . . . . . 3 points
2. Abuse to lock . . . . . 3 points and billing for damage
3. Abuse to locker.. . . . . 6 points and billing for damage
4. Food in lockers . . . . . 4 points
5. Food in gym . . . . . 4 points
6. Lost lock . . . . . 6 points

It is the authority of an instructor to levy points on any boy for an infraction which he considers serious, whether or not it is specifically mentioned in the above list.[a]

Each boy begins with a "B" average at the beginning of each quarter; this is a total of eighty-five points. These points may be added to, or subtracted from, in the following manner:

I.	Unexcused non strip.	Minus 10 points
II.	Unexcused absence (cut physical ed.)	Minus 10 points
III.	Failure to care for towel.	Minus 5 points
IV.	Tardiness to roll call	Minus 3 points
V.	Talking during roll call	Minus 3 points
VI.	Insubordination or swearing	Minus 10 points
VII.	Leaving gym area before bell	Minus 5 points
VIII.	Dirty physical education clothes . .	Minus 10 points
IX.	Poor attitude during quarter	Minus 10 points
X.	Plus points	
	A. Superior attitude	10 points
	B. Upper fifteen per cent of class.	10 points
XI.	Grading points.	
	91 to 100 points	A
	81 to 90 points	B
	71 to 80 points	C
	61 to 70 points	D
	60 and below	F[b]

a. Mt. Diablo High School, Concord, California.

b. Ibid.

Non-strippers. Non suits are required to walk the track if not assigned to a particular area. Students must shower at the end of the period. Non-strippers are given an "F" for the day.[a]

We use a demerit system. Whenever a boy has four unexcused suit cuts, his letter grade is dropped one point. This may be criticized as a negative approach to the problem, but it has accomplished better results for us than any other scheme. We balance this by giving bonus points for those with perfect records.[b]

The boys must suit up, then put their regular clothes on top of the gym clothes, then they must sit in the stand and stay out of the regular activity.[c]

All non-dressers are required to report to roll call, and to assume various responsibilities connected with statistics, officiating, and office detail during the hour.[d]

Use of students as leaders and assistants. Monitors supervise towel exchanges with the custodian, supervise locker rooms, protect personal items, and report on open lockers, collect all loose equipment, care for bulletin boards, keep score in league games, and generally assist where needed. Other students serve on boards, as officials,

a. Los Gatos High School, Los Gatos, California.

b. Santa Cruz High School, Santa Cruz, California.

c. Washington High School, Centerville, California.

d. Sequoia High School, Redwood City, California.

and a large number of them handle all the office detail, cumulative record cards of every student, point systems, school and local publicity, and other details. Each teacher is assigned a student secretary who gives considerable time to office detail.[a]

a. Sequoia High School, Redwood City, California.

APPENDIX C

Stockton, California

Director of Physical Education:

Dear Sir:

I am conducting a survey to determine the Modern Trend in Senior High School Boys' Physical Education Program in California. This survey is being directed for the purpose of writing a masters thesis on the above topic. This information in connection with the name of any school will not be made public.

Attached you will find the survey forms. A self-addressed envelope is enclosed for return mailing.

If you will, please refer this form to a physical education instructor in your department for completion.

It would be greatly appreciated if this information could be returned to me at your earliest convenience.

Thank you very much for your cooperation.

Sincerely,

Collie J. Kidwell

Enclosure:

Check here if you would like a copy of findings. _____

1. What method do you use for assigning students to physical education classes? (check one)

   a) Assignment without regard for any means of classification. . . . . ____
   b) Assignment by grades. . . . . ____
   c) Assignment by exponent classification . . . ____
   d) Assignment by free periods in program . . . ____
   e) Assignment by trade interest. . . . . ____
   (Mention any other method you use)

2. What method do you use for returning equipment?

   Student monitors ____ Teachers ____ Custodians ____

   (List other methods used)

3. What is the length of your physical education classes?

   a) 60 minutes . . . . . ____
   b) 45 minutes . . . . . ____
   c) 40 minutes . . . . . ____
   d) 35 minutes . . . . . ____
   e) 30 minutes . . . . . ____
   f) 25 minutes . . . . . ____
   g) Less . . . . . ____

4. What method do you use for taking attendance?

   a) Students cover numbers . . . . . ____
   b) Teacher calls numbers. . . . . ____
   c) Squad leaders. . . . . ____
   d) Instructor calls names . . . . . ____
   e) Students call their names. . . . . ____

   (List other methods used)

5. Do you use lesson plans in the teaching of skills?

   Yes . . . . ____ No . . . . ____ Sometimes . ____

6. How do you handle non-changers?

   a) Non-changers are failed . . . . . ____
   b) Laps around the track . . . . . ____
   c) Non-changers are given assignments. . . . . ____
   d) Non-changers are referred to the administration. . . . . ____
   e) Non-changers are placed far enough apart so they cannot talk to each other . . . . ____

   (List other methods used)

7. How do you grade your students in physical education?

a) Attitudes, participation, skill testing, attendance and changing . . . . . ____
b) Attitudes, abilities, attendance, and changing. . . . . ____
c) Demerit system. . . . . ____
d) Subjective grading. . . . . ____

8. How much time do you spend each period in the teaching of skills?

30 minutes ____ 10-15 minutes ____ 5 minutes or less ____

None ____

9. What activities do you teach in your physical education program?

a) Basketball. . . . . ____
b) Touch football. . . ____
c) Track . . . . . ____
d) Gymnastics and Tumbling. . . . . ____
e) Softball. . . . . ____
f) Wrestling . . . . . ____
g) Tennis. . . . . ____
h) Volleyball. . . . . ____
i) Horseshoes. . . . . ____
j) Boxing. . . . . ____
k) Baseball. . . . . ____
l) Swimming. . . . . ____
m) Mass games. . . . ____
n) Soccer. . . . . ____
o) Speedball . . . . ____
p) Badminton . . . . ____
q) Calisthenics. . . ____
r) Apparatus . . . . ____
s) Handball. . . . . ____
t) Table tennis. . . ____

10. Do you use drills in the teaching of skills?

Yes ____ No ____

11. Do you have an intramural program?

Yes ____ No ____

12. When is your intramural program scheduled?

Noon ____ After School ____ Night ____ P.E. Period ____

13. What activities are played in your intramural program?

a) Basketball . . ____
b) Softball . . . ____
c) Swimming . . . ____
d) Golf . . . . . ____
e) Volleyball . . ____
f) Touch football . . ____
g) Track. . . . . ____
h) Baseball . . . . . ____
i) Tennis . . . . . ____
j) Bowling. . . . . ____

(List any other activities that you may have).

<u>Please list any suggestions that you may have which you think would be of value to others in the field.</u>